KIDS DON'T FLOAT SCHOOL PROGRAM









Lessons One & Two

Alaska Boating Safety Program www.alaskaboatingsafety.org





Yep, it's true. A minivan wouldn't lie!

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INTRODUCTION

Drowning is the second leading cause of accidental death for children in Alaska. From 1980-1994, 100 children age 14 and under died in drowning accidents. *Kids Don't Float*, a statewide injury prevention program, was developed to address Alaska's high child and youth drowning rate. A collaborative effort between several state and federal agencies, organizations, and local grass-roots sponsors, KDF includes both a life jacket loaner station component and an educational component.

Kids Don't Float began in Homer, Alaska, in early 1996. The Homer Fire Department, with a grant from the Alaska Department of Health and Social Services, collaborated with Homer Safe Kids, the U.S. Coast Guard Auxiliary, and the Homer School District to establish 15 life jacket loaner stations in communities around Kachemak Bay. The stations, or "loaner boards," display life jackets that can be borrowed at no cost and returned after use. The public response was so positive that, in November of that same year, the Alaska Department of Health and Social Services Section of Community Health and EMS, the U.S. Coast Guard District 17 Recreational Boating Safety Program, and Alaska Safe Kids partnered to expand the program. In 2000, the newly established Alaska Office of Boating Safety joined the partnership. Today, more than 460* KDF loaner boards have been placed in communities around the state, hosted by many different agencies, organizations, and individuals.

Alaska's *Kids Don't Float (KDF)* life jacket loaner board program has been a success. At least **16*** Alaskan children are known to have survived a near-drowning accident because of a *Kids Don't Float* life jacket. In a 1997 study, the observed life jacket wear rate increased from 16% to 35% at a loaner board site immediately following its installation. A 2001 observational wear rate study conducted by the Alaska Boating Safety Program, the U.S. Coast Guard District 17 and the Alaska Department of Health and Social Services, showed that the wear rates of children under 17 years of age increased by 25% in areas with loaner boards.

The Kids Don't Float School Program is a model curriculum that can be used by anyone wishing to introduce basic boating and water safety concepts to K-12 students. Easy-to-use short lessons include activities that emphasize key points in boating and water safety, such as the proper use of life jackets.

INTRODUCTION

The *Kids Don't Float* School Program is comprised of two one-hour lessons, with an option for an in-water lesson. The focus of the program is on the learning objectives listed in each lesson and on the goals listed below. These objectives are driven by statistics, and focus on what's killing Alaska's children; therefore it is important that the objectives in each lesson be thoroughly covered before moving on to other subjects. There are times when instructors have the opportunity to present for more than one hour (or multiple times) to a class. Thus we have added Lesson Two, allowing the instructor to cover the learning objectives, as well as other boating safety related material, in more detail.

The in-water lesson is not included in this curriculum. It is available by contacting the Alaska Office of Boating Safety (page 72).

The sample lessons included in this curriculum are geared for kindergarten through 6th grade, but can easily be adapted to fit grades seven through twelve. Focus should be on the stages of cold water immersion and the specific steps to rescue and recovery. And as always, why it is so important, even if you are a responsible adult that can swim, to wear a life jacket when boating or recreating on Alaska's many waterways.

Program Goals:

- Develop student awareness, understanding and appreciation for Alaska's cold water and the hazards it presents.
- Develop student awareness of the importance of wearing life jackets while on a boat or around the water.
- Provide students with the skills necessary for the proper selection and use of life jackets.
- Encourage safe and responsible behavior when on a boat or participating in outdoor water-related activities.





An excellent example of a well-built and well-maintained KDF Loaner Board.

OBJECTIVES

Lesson One is designed for a one-hour block of time and covers the basic and essential ideas concerning boating safety, such as why it is so important to wear a life jacket when near or on the water.

All classes must, at a minimum, include the following learning objectives:

Kindergarten & First Grade students will be able to:

- Explain why cold water can be deadly
- Explain the importance of wearing a life jacket when on or near the water
- Demonstrate how to properly don a life jacket
- Be able to distinguish between risky and safe boating behaviors

Second & Third Grade students will be able to:

- Explain why cold water can be deadly
- Demonstrate the gasp reflex
- Explain the importance of wearing a life jacket when on or near the water
- · Select an appropriately sized life jacket and don and adjust it for fit
- · Give examples of risky and safe behaviors while boating

Fourth, Fifth & Sixth Grade Students will be able to:

- List three ways cold water immersion can kill
- Explain the importance of wearing a life jacket when on or near the water
- Select an appropriately sized life jacket and don and adjust it for fit
- Give examples of risky and safe behaviors while boating
- State the age requirement for mandatory life jacket wear in Alaska
- Locate the manufacturer's label on a life jacket and determine whether or not it is U.S. Coast Guard approved
- Explain the causes and prevention of cold water immersion accidents



In the sample outlines provided further on in this curriculum, it is suggested that the instructor give the students "handouts" at the end of the presentation. The Alaska Office of Boating Safety will provide any instructor, upon request, with kids whistles, boating safety bracelets and activity books as they are available.

A. Alaska's Water

- 1. Boating is vital to the lives of many Alaskans, not only for recreation, but for subsistence hunting and fishing and for transportation, especially in remote areas
- 2. Alaska has more than 3,000 rivers, 3 million lakes and more than 34,000 miles of coastline
 - a. earth's equatorial circumference is 25,000 miles (Alaska's coastline, if stretched out straight, would wrap around the earth at the equator 1.3 times)
 - b. Alaska has more lakes and rivers than any other state
- 3. Average water temperatures in Alaska:
 - a. summer: 45 degrees Fahrenheit
 - b. winter, under ice: 35 degrees F
 - c. average indoor swimming pool: 85 degrees F

B. Alaska's Fatalities

- 1. Alaska has one of the highest boating fatality rates in the nation
 - a. at least 6 out of 10 are NOT wearing a life jacket
 - b. 9 out of 10 involve boats 26 feet and under
 - c. 5 out of 6 are due to capsizing or falling overboard
 - d. 8 out of 10 are Alaska residents
 - e. 9 out of 10 are adult males
 - f. at least 1 out of 3 involve alcohol
 - g. nearly all incidents involve cold water immersion
- 2. Ten leading causes of fatal injuries in Alaska, 2001-2005

< 1 year old	1-4 years	5-9 years	10-14	15-24 years
< 1 year old	old	old	vears old	old
suffocation	motor	drowning	motor	suicide 159
40	vehicle 9	7	vehicle 22	suicide 139
assault 10	pedestrian 8	motor vehicle 5	drowning 12	motor vehicle 104
drowning 5	drowning 8		assault 12	assault 51
				poisoning
				43
Division of Public Health Dept. of Health & Social Services			drowning	
AK Bureau of Vital Statistics			35	

C. Personal Flotation Devices or Life Jackets

- 1. Buoyancy is the power to rise or float in a liquid
 - a. Principle of Archimedes
 - a body immersed in water is buoyed up by a force equal to the weight of the water it displaces
 - a body will sink if the weight of the immersed body is greater than the weight of the water it displaces
 - (2) a body will float if the weight of the immersed body is less than the weight of the water it displaces
 - b. United States Coast Guard (USCG) calculates that an average adult needs approximately 7.5 pounds of buoyancy to float with their airway above water
 - c. a USCG-approved life jacket will provide at least 15.5 pounds of bouyancy
- 2. Life jackets are the single most important factor for survival in cold water
 - a. help maintain airway
 - b. some slow heat loss
 - c. extend survival time
 - d. allow for self rescue
- 3. Life jackets with inherent flotation
 - a. Type I
 - 1. USCG-approved off-shore life jacket
 - 2. at least 22 lbs. of buoyancy
 - majority of flotation located in front and behind head
 - 4. will turn most wearers face-up
 - 5. offers little heat loss protection
 - 6. relatively uncomfortable
 - b. Type II
 - 1. USCG-approved near-shore life jacket
 - 2. at least 15.5 lbs. of buoyancy
 - 3. turns some wearers face-up
 - 4. offers little heat loss protection
 - 5. relatively uncomfortable
 - 6. infant and child sized Type II life jackets have handle on top to aid in rescue





Type II







c. Type III

- 1. USCG-approved for calm, inland waters or where there is a good chance of rescue
- 2. comes in many styles: ski vests, float coats, some inflatables
- 3. at least 15 lbs. of buoyancy
- 4. not designed to turn a wearer face-up
- 5. most popular type of life jacket due to comfort and decent heat loss protection

d. Type IV

- 1. USCG-approved throwable device
- 2. at least 16.5 lbs of buoyancy
- 3. not a wearable life jacket- used for rescue (life ring, seat cushion)
- 4. should have a line attached for throwing
- 5. never takes the place of a wearable life jacket

e. Type V

- 1. USCG-approved for restricted or special use
- 2. at least 15.5 lbs of buoyancy
- provides performance of Type I, II or III as marked on label (a Type V with Type III performance)
- 4. comes in many styles and sizes: work suits, deck suits, coveralls
- 5. generally offers the greatest amount of heat loss protection
- 6. usually must be worn to be USCG approved

4. Inflatable life jackets

- a. can be rated Type I, II, III or V
- b. have no inherent flotation
- c. all have manual, ripcord activated, CO₂ cartridge inflation mechanism and an oral inflation tube
- d. some have automatic, water-activated inflation mechanisms
- e. come in a variety of styles
- f. comfortable to wear, easy to use
- g. some are USCG-approved, some are not (check the label)
- h. special considerations
 - 1. not designed for non-swimmers
 - 2. not designed for impact activities
 - 3. not currently approved for children
 - 4. if rendered unconscious, the wearer will



- not be able to activate a manual inflation mechanism
- 5. require more maintenance than inherently buoyant life jackets
- 6. requires re-arming with a new CO₂ canister after being deployed

5. Legal requirements

- a. everyone in the boat must have a life jacket of the proper size **readily accessible**
- b. anyone under the age of 13 must be **wearing** a life jacket when on deck or in an open boat
- c. must be suitable for the activity and wearer
 - 1. read the label
- d. must be in serviceable condition
 - 1. free of defects (tears, missing zippers, broken buckles)
- e. must be USCG-approved

D. Cold Water Immersion

The majority of drowning accidents that occur in Alaska are the result of cold water immersion, which can kill in several ways.

- 1. Four stages of Cold Water Immersion
 - a. Cold Shock Response
 - 1. first 3-5 minutes: inability to control breathing, gasp reflex
 - 2. cold receptors in skin cause immediate physiological responses that peak within the first minute
 - uncontrollable hyperventilation, reduced breath-holding ability, panic, vertigo
 - (2) rapid changes in heart rate and blood pressure can trigger heart arrhythmias, unconsciousness, cardiac arrest- even in healthy subjects
 - 3. if victim is not wearing a life jacket at this point, he/she may be unable to maintain airway and could potentially gasp under water and drown



Gasp!

Note: Definitions for some of the cold water immersion terms can be found on Page 58 of this curriculum.

- b. Cold Incapacitation
 - 1. within 10-30 minutes: superficial nerve cooling
 - 2. impaired function, loss of motor skills, inability to self-help, peripheral vasoconstriction
 - degradation of swimming stroke and breath control, loss of strength, position change from horizontal to vertical in the water (affects even good swimmers)
 - if victim is not wearing a life jacket at this point, he/she may be unable to maintain airway due to loss of strength and ability to keep head above water
- c. Immersion Hypothermia
 - after 30 minutes: gradual cooling of core body tissue
 - 2. after 1 hour or more: core temperature decreases, decline in level of consciousness, unable to keep airway clear of water
 - at this point, if the victim is not wearing a life jacket, he/she may drown due to loss of consciousness
- d. Circumrescue Collapse
 - can occur just before rescue, during rescue or within minutes or hours after rescue: sudden drop in blood pressure, adrenaline dump, pressure release causes cold blood in extremities to travel to heart, hypothermic myocardium, hypovolemic shock, dulled baroreceptor activity
 - death could occur due to compromised cardiovascular system and/or continued decrease in core body temperature if steps are not taken to rewarm victim
- 2. <u>Cold water immersion is far easier to prevent than it is to treat.</u>

E. Causes and Prevention of Cold Water Immersion

- 1. Capsizes and falls overboard while not wearing a life jacket are the major causes of boating fatalities in Alaska
- 2. Prevention is always better than dealing with emergencies

- a. boats are naturally unstable
- b. understand and practice safe boating conduct
 - 1. stay seated, low and in center of boat
 - 2. avoid overloading the boat
 - 3. balance your load (including passengers)
 - 4. listen to the captain
 - 5. enter and exit one at a time
 - 6. be alert and avoid horseplay
 - 7. keep body totally inside boat when moving
 - 8. avoid leaning over the gunnel for objects in the water (work them over to you with a long object, such as a paddle)

F. Surviving Cold Water Immersion

- 1. Your chance of surviving a cold water immersion event depends on having sufficient flotation to keep your head above water, controlling your breathing, timely rescue by yourself or others and heat retention
- Prepare for boating in cold water conditions by always wearing layered clothing for insulation and a properly fitted life jacket
- 3. Have a plan for getting back into your boat. Equip your vessel with a means for re-entry (ladder, sling, etc.) should you fall in; practice re-entry with your equipment until you are comfortable
- 4. If you experience a cold water immersion event:
 - a. don't panic; get control of your breathing; hold onto something or stay as still as possible until your breathing settles down; focus on floating with your head above water until the initial cold shock response abates
 - once your breathing is under control, perform the most important functions first- manual dexterity decreases significantly 10-15 minutes after immersion
 - c. if you were not wearing a life jacket when you entered the water, look to see if one is floating near you and put it on immediately
 - d. don't take your clothes off unless absolutely



- necessary- a layer of water trapped inside your clothing can help insulate you
- e. focus on locating and getting everyone out of the water quickly before you lose full use of your hands, arms, and legs
- f. try to reboard your vessel, even if it is swamped or capsized or climb onto anything else that is floating
- g. get as much of your body out of the water as possible- even though you may feel colder out of the water, the rate of heat loss will be significantly slower than if you are immersed in water
- h. in as little at 10 minutes, you may be unable to self-rescue; your focus should now be on slowing heat loss- stay as motionless as possible, protect the high heat loss areas of your body and keep your head and neck out of the water
- i. adopt a position to reduce heat loss- if alone, use the HELP (Heat Escape Lessening Posture) position or if there are others in the water with you, huddle together
- j. safety usually looks closer than it actually is, so staying with the boat is usually a better choice than swimming
- k. if you must swim, conserve energy and minimize movement- swim on your back, with your upper arms against the sides of your chest, your thighs together, and your knees bent, flutter-kick with your lower legs

G. Hypothermia

- 1. Cooling of core body temperature
- 2. Caused by more heat loss than heat gain due to the elements (wind, cold air, water)
- 3. Stages progress as body temperature drops
 - a. shivering
 - b. violent shivering, loss of muscle coordination
 - c. unconsciousness (no shivering)
 - d. death

4. Types of Hypothermia

- a. Dry Hypothermia (chronic, land, slow onset)
 - 1. onset can be extremely slow, can occur in relatively mild conditions
 - 2. often difficult to recognize
 - 3. can occur while in a boat exposed to wind, rain or cold air
- b. Immersion Hypothermia (acute, wet, rapid onset)
 - 1. onset is fairly rapid (30 minutes 1 hour)
 - 2. depends upon body type, type of clothing worn, activity, posture, speed of immersion, last food/water intake
 - 3. high danger of drowning due to loss of muscle coordination and unconsciousness

5. Levels of Hypothermia

- a. mild
 - 1. body temperature 95-90° F (35-32° C)
 - 2. ability to rewarm without external heat source is good
 - 3. cold, but alert, shivering vigorously, normal vital signs
 - 4. "umbles" present- mumbles, stumbles, fumbles, grumbles

b. moderate

- 1. body temperature 90-82° F (32-28° C)
- 2. altered level of consciousness
- 3. ability to rewarm without external heat source is limited
- 4. shivering stops, victim becomes unresponsive around 86° F (30° C)

c. severe

- 1. body temperature below 82° F (28° C)
- 2. unable to rewarm without external heat source
- 3. depressed vital signs, altered level of consciousness, no shivering, rigidity
- 4. cardiac arrest can occur spontaneously at around 77° F (25° C) or can be provoked by rough handling at around 82° F (28° C)

H. Heat Loss Versus Heat Gain

1. Without clothing or an external heat source, your core temperature cannot be maintained, except in tropical climates

2. Heat regulation

- a. internal heat production is based upon your basal metabolic rate
- b. average body temperature: 98.6° F (37° C)
- c. skin sensors detect environmental cooling and attempt to control the amount of blood being cooled by reducing circulation to your extremities

3. Heat gain

- a. muscle activity
 - 1. initially may increase body heat production but cannot be sustained over long periods
 - 2. may be voluntary (exercise) or involuntary (shivering)
 - 3. may lead to exhaustion or loss of body heat through evaporation of sweat
- b. external sources
 - 1. sun, fire, etc...
 - 2. may not be dependable in a survival situation
- c. conversion of calories to heat
 - 1. from food/fluids

4. Heat Loss

- a. radiation
 - 1. body gives off heat to environment
- b. respiration
 - 1. breathing in cold air, expelling warm air
- c. evaporation
 - 1. sweat or water on skin evaporates, using heat in the process
- d. convection
 - 1. body heat is taken away by the movement of air or water over your skin
- e. conduction
 - body heat is taken away by coming in direct contact with something that is colder than your skin (sitting on a cold metal bench)
 - 2. wet clothing loses up to 90% of its insulating value

5. High heat loss areas

- a. head
- b. neck
- c. underarms
- d. sides of chest
- e. groin



These sample outlines are just that, samples. This program was written to be very flexible. Try different activities or approach the topics within the presentation from different angles. The only thing that must be taken into consideration are the objectives for each lesson, which are stated at the beginning of each outline and on page 7.

KINDERGARTEN & FIRST GRADE

Lesson 1: 45 minutes to 1 hour

At this age, students aren't able to fully grasp the concept of cold water and what it does to the body, but they do understand that they need to wear a life jacket when near water or on a boat. The goal with this age is to drive home the importance of wearing a life jacket and how to properly put one on.

Please remember that the appropriate evaluation (K & 1st grade) needs to be given to the teacher before the start of the presentation.

At the end of the presentation, the students should be able to:

- 1) Explain why cold water can be deadly
- 2) Explain the importance of wearing a life jacket when on or near the water
- 3) Demonstrate how to properly don a life jacket
- 4) Give examples of risky and safe behaviors while boating

INTRODUCTION

Raise your hand if you went fishing/swimming/boating this summer?

ACTIVITY 1 > Boating Disaster!

Props needed:

• six chairs (3 rows of 2, mimicking seats in a boat) in the front of the room



duffel bag full of life jackets behind last pair of chairs

Have the teacher pick six students to come to the front of the room and sit in the "boat." Do not mention the duffel bag full of life jackets to the students!

Inform the students that they are all on a fishing trip in the ocean. Try mimicking fishing or looking through binoculars for pretend whales. Encourage them to use their imaginations.

Now tell the passengers that the boat has suddenly struck a rock and is sinking. Tell the kids to grab a life jacket out of the bag in the back and put it on as fast as they can. While they are doing this, make it chaotic by saying "hurry, you're sinking!" or something to that effect.

Eventually, have all the kids sit back down in the boat and pull them up one at a time, showcasing their life jacket to the rest of the class. Ask the class: Is this on right? Does it fit? Is it buckled up properly? Test the life jacket to see if it comes off or over the child's ears.

Debrief Activity 1:

Discuss how long it took to put on the life jackets.

Discuss specifically why it is important to have a life jacket on that fits and when the best time is to don a life jacket.

COLD WATER >

This section covers the body's reaction to cold water and why it is so important to wear a life jacket.

How many of you have jumped or fallen into cold water, outside, such as in a lake or river?

What happens to the body when it is in cold water?

- hands get numb
- hard to put on a life jacket
- get cold, shivering

What happens to your breathing when you are in cold water?

- gasp reflex (instructor should demonstrate this, then have students mimic)
- can't breathe/hard to breathe

Why it is important to have your head above water when gasping?

- so lungs don't fill with water
- want to breathe in air, not water
- don't want to drown and sink to the bottom

What will keep your head above the water?

• LIFE JACKET!

ACTIVITY 2 > Life Jacket Fitting

Props needed:

- 4 or 5 life jackets of different sizes depending on student sizes
- enough Kids Don't Float Activity Books for each student

Prior to beginning this activity, have the students sit back at their desks if they aren't already and hand out the Kids Don't Float Activity Book. Have the students work in the activity book while you pull one table or group up at a time over to your life jacket duffel. Fit each child with a life jacket and let them spend a couple of minutes in it, letting them get the feel of the life jacket. Send them back to their desks to continue working on the activity book and pull another group of students up. Fit all students with a life jacket, giving each student hands-on attention.

NOTE: Make sure to have several different sizes of life jackets close at hand for children of different sizes.

Debrief Activity 2:

Ask if everyone got to put on a life jacket and if it fit well.

Ask the class if they thought the life jackets were comfortable and if they would be willing to wear it while near water or on a boat.

ACTIVITY 3 > Boating Risk Identification

Props needed:

• 20 or so laminated cards depicting safe and unsafe boating/water activities (eg. a picture of a person looking through binoculars, a picture of a person standing in a small boat)

Ask the class to put each card in the appropriate category (YES/NO or GOOD/BAD categories). Talk about each card and whether or not it's okay to do this on a boat or near water.

Try to plan it so that a picture of someone jumping overboard to save someone in the water shows up last. This creates a smooth transition into the next topic.

LIFE JACKETS & EMERGENCIES >

Stress the importance of getting an adult in case of an emergency and never going into the cold water after someone.

What do you do if you see someone fall into cold water?

- get the attention of an adult by blowing a whistle (show a life jacket with a whistle)
- try to throw something that floats to the person in the water (show a Type IV throwable device)
- discuss what other objects float that they could throw to someone in the water

WRAP UP >

Presentation Review:

It is important to wrap up by reviewing the main points of the presentation to increase retention rates.

Direct the following questions to the class:

What happens to your breathing when you jump into cold water?
Where do you want your head?
What will happen if you gasp with your head under the water?
What will help keep your head above the water?
Why is it important to always wear a life jacket when near water or on a boat?

Talk about handouts. It's a good idea to ask the class whether they should blow their whistles in school/on the bus/at home. "Whistles are for emergencies only..."

Make sure you give goodies to the teacher, not the kids directly.



Children under the age of 13 are required to wear a life jacket while on deck or in an open boat, even this tiny tyke.

SECOND & THIRD GRADE

Lesson 1: 1 hour to 1.25 hours

Second and third graders seem to be able to grasp the concept of the gasp reflex much more than the K and 1st grades. They understand what could happen if water were to get into their lungs and that it could lead to drowning.

Please remember to give the appropriate evaluation (Lesson 1, 2nd & 3rd Grade) to the teacher before the start of the presentation.

At the end of the presentation, the students should be able to:

- 1) Explain why cold water can be deadly
- 2) Demonstrate the gasp reflex
- 3) Explain the importance of wearing a life jacket when on or near water
- 4) Select an appropriately sized life jacket and don and adjust it for fit
- 5) Give examples of risky and safe behaviors while boating

INTRODUCTION

Raise your hand if you went fishing/swimming/boating this summer?

ACTIVITY 1 > Boating Disaster!

Props needed:

six chairs (3 rows of 2, mimicking seats in a boat) in the front of the room



- duffel bag full of life jackets behind last pair of chairs
- clock with seconds hand
- squirt bottle

Have the teacher pick six students to come to the front of the room and sit in the "boat." Do not mention the duffel bag full of life jackets to the students!

The child in the right front chair is captain and gets to choose location and activity of boat. It helps to give the captain choices- for example: Seward or Homer? Fishing or whale watching?

Now tell the occupants of the boat that it has suddenly struck a rock and is sinking. Tell the kids to grab a life jacket out of the bag in the back and put it on as fast as they can. While they are doing this, spray the kids with the squirt bottle and make it

chaotic by saying "hurry, you're sinking!" or something to that effect.

Eventually, have all the kids sit back down in the boat and pull them up one at a time, showcasing their life jacket to the rest of the class. Ask the class: Is this on right? Does it fit? Is it buckled up properly? Test the life jacket to see if it comes off or over the child's ears.

Debrief Activity 1:

Discuss how long it took to put on life jackets.

Discuss specifically why it is important to have a life jacket on that fits.

COLD WATER >

This section covers the body's reaction to cold water and why it is so important to wear a life jacket.

How many of you have jumped or fallen into cold water, outside, such as in a lake or river?

What happens to the body when it is in cold water?

- hands get numb
- hard to put on a life jacket
- get cold, shivering

What happens to your breathing when you are in cold water?

- gasp reflex (instructor should demonstrate this, then have students mimic)
- can't breathe/hard to breathe

Why it is important to have your head above water when gasping?

- so lungs don't fill with water
- want to breathe in air, not water
- don't want to drown and sink to the bottom.

What will keep your head above the water?

a LIFE JACKET!

ACTIVITY 2 > Life Jacket Relay Race!

Props needed:

• 3 or 4 life jackets of different sizes depending on student sizes

Instructor's Hint:

This activity involves one team racing another. Whichever team wins will get a cool

prize. You can ensure a tie between teams by spending more time checking life jackets or helping students on one team more than the other. This way, you can create a "tie" and have a good reason to give the goodies to ALL the students.

Put the students in 2 lines, with the first student in each line facing you and going back from there.

Have the first child in each line put on a life jacket, buckle it, and make sure it is tight. The child next in line will lift the life jacket at the shoulders to make sure it fits. If it does and only after you (the instructor) have approved of the fit, the first child will take off the life jacket and hand it to the next in line and so on.

NOTE: Make sure to have different sized life jackets close at hand for children of different sizes.

Make sure that they understand that they have to sit down once they've had the life jacket on, otherwise chaos is sure to ensue. You are there to help with buckling, tightening and for peace-keeping.

Debrief Activity 2:

Ask if everyone got to put on a life jacket and if it fit well.

Ask the class if they thought the life jackets were comfortable and if they would be willing to wear it while out on the water.

EMERGENCIES & RESCUES >

Bring out a life jacket with a whistle on it and a Type IV throwable device.

What do you do if your friend falls off a dock into cold water?

- blow a whistle (show life jacket with whistle) for help
- find something that floats to throw to the friend in the water (show Type IV)

Discuss avoiding going into the water after someone and why.

ACTIVITY 3 > Boating Risk Identification

Props needed:

- whiteboard space
- whiteboard markers

How many of you have been in a boat?

Have students list things that should not be done while near the water or on a boat and things that are okay to do while near the water or on a boat.

No!	Yes!
Run	Walk, sit
Lean over edge of the boat	Keep body in boat
Throw things overboard	Watch for wildlife
Jump around, horseplay	Read, eat, sleep, relax
Bother the captain/driver	Listen to the driver/captain
Jump in the water	Wear your life jacket!

If students are stumped, try giving hints such as pretending you are looking through binoculars or running in place.

Alternative Activity- refer to the boating risk identification activity designed for K-1 grades in the previous sample outline. This activity may be appropriate for certain 2^{nd} and 3^{rd} grade classes.

WRAP UP >

Presentation Review:

It is important to wrap up by reviewing the main points of the presentation to increase retention rates.

Direct the following questions to the class:

What is the first thing that happens when you fall into cold water?
Where do you want your head when you are gasping?
Why is it important to always wear a life jacket when near water or on a boat?
Why is it important to have a life jacket on that fits?

Talk about handouts. It's a good idea to ask the class whether they should blow their whistles in school/at home/on the bus. "Whistles are for emergencies only..."

Make sure you give the handouts to the teacher, not the kids directly.

FOURTH, FIFTH & SIXTH GRADE

Lesson 1: 1 hour to 1.5 hours

These grades are capable of understanding cold water concepts much more thoroughly than the younger grades. Hypothermia is a term almost all kids at this age recognize and they usually understand the basic idea of what hypothermia entails. Spend more time on cold water immersion and the effects of cold water on the body than on how to fit life jackets. Also begin to explain more in-depth legal requirements (life jacket law) and water rescues.

Please remember to give the appropriate evaluation (Lesson 1, 4th, 5th & 6th Grades) to the teacher before the start of the presentation.

At the end of the presentation, the students should be able to:

- 1) List three ways cold water immersion can kill
- 2) Select an appropriately sized life jacket and don and adjust it for fit
- 3) Give examples of risky and safe behaviors while boating
- 4) State the age requirement for mandatory life jacket wear in Alaska
- 5) Explain the importance of wearing a life jacket
- 6) Locate the manufacturer's label on a life jacket and determine whether or not it is U.S. Coast Guard approved
- 7) Explain the causes and prevention of cold water immersion accidents

INTRODUCTION >

Have students guess how many lakes, rivers, and miles of coastline Alaska has:

- 3.000 rivers
- 3 million lakes
- 34,000 miles of coastline (more coastline than the lower 48 combined and would wrap around Earth's equator 1.3 times)

How many of you like to fish, swim, boat?

ACTIVITY 1 > Boating Disaster!

Props needed:

- six chairs (3 rows of 2, mimicking seats in a boat) in the front of the room
- duffel bag full of life jackets behind last pair of chairs
- clock with seconds hand
- squirt bottle



Have the teacher pick six students to come to the front of the room and sit in the "boat." Do not mention the duffel bag full of life jackets to the students!

The child in the right front chair is captain and gets to choose location and activity of boat. It helps to give the captain choices- for example: Seward or Homer? Fishing or whale watching?

Now tell the occupants of the boat that it has suddenly struck a rock and is sinking. Tell the kids to grab a life jacket out of the bag in the back and put it on as fast as they can. Make sure they know that they are being timed. While they are doing this, spray the kids with the squirt bottle and make it chaotic by saying "hurry, you're sinking!" or something to that effect.

Eventually, have all the kids sit back down in the boat and pull them up one at a time, showcasing their life jacket to the rest of the class. Ask the class: Is this on right? Does it fit? Is it buckled up properly? Test the life jacket to see if it comes off or over the child's ears.

With this age group, the kids get a total kick out of determining whether their classmates drown or survive the crash. If a life jacket is on wrong, doesn't fit, or isn't completely buckled, regretfully declare that the student has drowned. If the life jacket fits and is being worn properly, congratulate the student on surviving the terrible accident.

Debrief Activity 1:

Discuss how long it took to put on life jackets.

Discuss specifically why it is important to have a life jacket on that fits.

COLD WATER >

This section describes cold water immersion and the importance of wearing a life jacket. The first three stages are discussed; the fourth is not due to complexity.

How many of you have jumped or fallen into cold water, outside, such as in a lake or river?

Three Stages of Cold Water Immersion:

- 1) gasp reflex
 - a. lasts up to 5 minutes from the moment you hit the water
 - b. demonstrate gasping
 - c. life jacket keeps head above water when gasping
- 2) cold incapacitation
 - a. after about 10 to 30 minutes

- b. arms and legs get so cold they go numb
- c. life jacket keeps head above water when arms and legs become useless
- 3) hypothermia
 - a. after about 30 minutes to 1 hour
 - b. deep tissue cooling (guts are getting cold)

ACTIVITY 2 > Life Jacket Relay Race!

Props needed:

• 3 or 4 life jackets of different sizes depending on student sizes

Instructor's Hint:

This activity involves one team racing another. Whichever team wins, gets cool goodies. You can ensure a tie between teams by spending more time checking life jackets or helping students on one team more than the other. This way, you can create a "tie" and have a good reason to give the goodies to ALL the students.

Put the students in 2 lines, with the first student in each line facing you and going back from there.

Have the first child in each line put on a life jacket, buckle it, and make sure it is tight. The child next in line will lift the life jacket at the shoulders to make sure it fits. If it does and only after you (the instructor) have approved of the fit, the first child will take off the life jacket and hand it to the next in line and so on.

NOTE: Make sure to have different sized life jackets close at hand for children of different sizes.

Make sure that they understand that they have to sit down once they've had the life jacket on, otherwise chaos is sure to ensue. You are there to help with buckling, tightening and for peace-keeping.

Debrief Activity 2:

Ask if everyone got to put on a life jacket and if it fit well.

Ask the class if they thought the life jackets were comfortable and if they would be willing to wear it while out on the water.

EMERGENCIES & RESCUES >

Bring out a life jacket with a whistle on it and a Type IV throwable device.

What do you do if your friend falls off a dock into cold water?

- blow a whistle (show life jacket with whistle) for help
- find something that floats to throw to the friend in the water (show Type IV) Discuss avoiding going into the water after someone and why.

Demonstrate with a student the "reaching" technique: avoid grabbing victim's hand, this helps prevent the victim from pulling you into the water- reach with something else, like a paddle or towel.

ACTIVITY 3 > Boating Risk Identification

Props needed:

- whiteboard space
- whiteboard markers

How many of you have been in a boat?

Have students list things that should not be done while near the water or on a boat and things that are okay to do while near the water or on a boat.

No!	Yes!
Run	Walk, sit
Lean over edge of the boat	Keep body in boat
Throw things overboard	Watch for wildlife
Jump around, horseplay	Read, eat, sleep, relax
Bother the captain/driver	Listen to the driver/captain
Jump in the water	Wear your life jacket!

If students are stumped, try giving hints such as pretending you are looking through binoculars or running in place.

WRAP UP >

Direct the following questions to the class:

What is the first, second and third stage of cold water immersion? Why is it important to always wear a life jacket when near water or on a boat? Why is it important to have a life jacket on that fits?

Administer the 10-question quiz for Lesson One now.

Make sure you give handouts to the <u>teacher</u>, not the students directly.



Mike Swanson, with USCG Recreational Boating Safety Office, describes to some local children in Juneau, AK, the qualitites and characteristics of a Type II life jacket.

OBJECTIVES

LESSON TWO

Lesson Two is designed for a 1 to 1.5 hour block of time. Lesson Two should only be taught or incorporated into the program if Lesson One has already been taught or if both Lesson One and Lesson Two materials are incorporated into the same program.

If significant time has passed since Lesson One was presented the instructor should first review some Lesson One material with the students.

Lesson Two is <u>not</u> intended for kindergarten and first grade students. The objectives and ideas



behind Lesson Two are too complex for this age range. Some of the activities and concepts may be intimidating to a kindergartener or first grader.

All classes must, at the minimum, include the following learning objectives:

Second & Third Grade students will be able to:

- · List two causes of capsizing or falling overboard
- Identify two ways to prevent falling into cold water
- Demonstrate the proper method for moving around in a boat
- Recognize the appropriate methods of rescuing a person from the water

Fourth, Fifth & Sixth Grade students will be able to:

- List three causes of capsizing or falling overboard
- Identify two ways to prevent a cold water immersion accident
- Describe and demonstrate the proper method for moving around in a boat
- List the four steps in recovering a person from the water
- Describe the proper method for loading a boat
- List the five most important elements of a float plan
- Understand that alcohol and boating don't mix!

A. Causes and Prevention of Capsizing and Falls Overboard

- 1. Causes
 - a. overloading or improper loading and weight distribution
 - b. weather, rough seas
 - c. improper boat handling (high speeds, abrupt turns)
 - d. improper passenger behavior
 - 1. sudden weight shifts
 - 2. standing/loss of balance
 - e. hitting objects, causing ejection of passengers

2. Prevention

- a. follow capacity guidelines
- b. load your boat properly, including passengers
- c. stay within the operational constraints of your vessel
- d. stay within the limits of your skills
- e. stay off the water when the weather is poor

B. Boat Capacity and Proper Loading

- Overloading and improperly balanced loads are major contributors to swamping and capsizing
- 2. Never exceed the boat's recommended capacity as stated on its capacity plate
 - capacity plates are federally required to be installed by manufacturers on all commercially-made singlehull boats less than 20 feet except for sailboats, canoes, kayaks and airboats
 - b. capacity plates tell you the upper limits of your boat
 - maximum total weight of passengers, gear and engine
 - 2. maximum number of people or total passenger weight
 - maximum recommended engine horsepower for boats designed to be equipped with outboards

C. Boarding & Loading Small Boats

- 1. Secure the boat to the dock or loading area
- 2. Safely load gear
 - a. hand one item at a time to a person in the boat
 - b. if alone, get into the boat first and retrieve items from the dock
 - c. place gear so that boat is well-trimmed (balanced front to back and side to side)
 - 1. correct trim is vital to performance and safetyespecially in small boats
 - 2. bow should be lighter than stern
 - d. secure load so that it will not shift while underway
- 3. Safely board passengers
 - a. all should be wearing a life jacket
 - b. keep weight low and centered while boarding
 - use the tripod technique- three points of contact on the boat at all times (2 feet, 1 hand or 2 hands, 1 foot)
 - d. distribute people to maintain proper trim
 - e. all passengers should remain seated, especially in paddle craft
 - f. slow down or stop if trim needs to be adjusted or people need to move
 - 1. use tripod technique, keep low and centered
 - 2. let boat operator know your intentions
 - 3. one person move at a time

D. Capsize Response for Small Boats

- 1. If your boat capsizes, remember these important things:
 - a. account for everyone and keep everyone together
 - b. concentrate on making good decisions
 - can you flip your boat back over and bail it out?
 - (1) if not, try to climb on top of your boat to get out of the water as much as possible
 - 2. attempt to signal, call for help
 - (1) if help is not readily available, the decision of whether or not to swim to



shore must be made quickly (please see following section)

- if the boat capsizes in swift water, use defensive and aggressive swimming techniques to get to shore quickly
 - put back towards safety, feet pointing downstream
 - do modified backstroke with arms, kick hard with feet
 - 3. keep body at an angle to the current- the water will push your body toward whichever shore your back is facing
 - 4. use your feet to bounce off rocks, protecting your back and buttocks
 - 5. if approaching debris or a tree in the water, quickly flip onto your stomach and swim as hard as you can toward the object so that you may vault your body over the obstacle without getting stuck in it, return to feet-downstream, back-towards-shore position

E. The Swim / No Swim Decision

- 1. Making the decision to swim to shore or another safe place is one that must be made relatively soon after entering the water
- 2. Many things must be taken into account before the decision of whether or not to swim can be made and every situation is different- the following guidelines are just that- guidelines

a. DO NOT SWIM if: (only one need apply)

- 1. you are not wearing a life jacket
- 2. rescue is imminent or you have a means of communication
- 3. another boat is close or someone saw you enter the water
- 4. the water is rough
- 5. you are injured or have been in the water too long to swim efficiently
- 6. safety is more than a 45 minute swim away

b. SWIM only if: (ALL need to apply)

- 1. you are wearing a life jacket
- 2. no one knows you are in the water and rescue

- is unlikely
- 3. you have no means of communication
- 4. safety is within a 45 minute swim away
- 5. you have made the decision to swim fairly soon (within approximately 10 minutes of entering the water)
- 6. you are confident that you can make it to shore
- 3. IT IS NOT RECOMMENDED TO SWIM IF YOU ARE NOT WEARING A LIFE JACKET! You will probably not be able to swim very far without the aid of flotation due to the effects of cold water.

F. Person Overboard Response

- 1. Swing stern clear to reduce possibility of propeller injury
- 2. Alert other passengers to the situation at hand and have one person keep their eyes on the victim- pointing at the victim also helps maintain their position
- 3. Throw a ring, life jacket or anything that floats to the victim to mark their location in the water and to provide additional buoyancy
- Approach the victim so that the vessel is directed INTO wind/current so the vessel will drift away from victim, not towards, when not under power
- 5. If victim is not immediately located:
 - a. notify USCG or other search and rescue agency
 - b. notify other vessels in the area

G. Rescue and Recovery of Overboard Victim

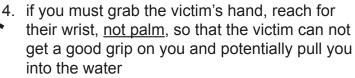
- 1. Most drowning fatalities occur within ten feet of safety
- 2. Rescue Techniques
 - a. REACH
 - 1. all rescuers don life jackets
 - 2. reach out to victim with any available object



correct grip position

(paddle, rope, towel, jacket, fishing pole)

- (1) allows you to reach farther
- (2) creates a "break" between you and the victim so that you can avoid being pulled into the water
- 3. position yourself so that victim cannot pull you into the water
 - lie flat on your stomach or hang onto something stable
 - (2) never let victim be in a position to grab you



b. THROW

- 1. increases rescue distance while allowing you to stay safely on the shore, dock or boat
- 2. provides a flotation aid and visual marker for victim
- 3. technique:
 - tie a line or rope securely to something that floats (spare life jacket, buoy, plastic jug, etc.)
 - (2) secure other end of the line to something stable, do NOT tie it to you
 - (3) throw the rescue device beyond victim's shoulder and pull it to themless likely to hit victim and requires less throwing accuracy
 - (4) have victim put their back towards you and pull them to safety

c. ROW

- 1. approach victim from downwind or downcurrent if possible, so the boat will drift <u>away</u> from victim when not under power
- 2. keep boat engine in neutral and victim clear of propeller
- 3. use reaching techniques to bring victim to boat
- 4. use recovery techniques to get victim back into the boat (please see following section)

d. DON'T GO!

1. swimming rescues are the most dangerous

INSTRUCTOR INFORMATION

- and should only be attempted by a trained rescuer with proper equipment and only then if there is no other alternative
- people who are in cold water are often panicked and desperate to get out and will grab at anything close
- 3. Recovery Techniques
 - a. first rule of recovery:
 - 1. DO NOT BECOME A VICTIM YOURSELF!
 - 2. risks to rescuers
 - (1) cold water
 - (2) water conditions (currents, waves, etc...)
 - (3) weather
 - (4) boats in the water
 - (5) the victim, especially if panicked or combative
 - 3. don a life jacket and stay on shore, on the dock or in the boat
 - b. if recovering victim from a small boat, minimize risk of capsizing
 - recovery over bow or stern more stable than over sides of boat
 - if recovery must be from side of boat, stability issues are greater- make sure to distribute weight evenly
 - c. get victim out of water as soon as possible
 - effects of cold water immersion may render victim unable to efficiently assist in own recovery within minutes
 - d. small boat with single rescuer
 - 1. victim unable to help
 - position victim so they face towards boat
 - (2) tightly grasp shoulders of life jacket
 - (3) bob victim up and down in water (try not to submerge their head), using buoyancy of life jacket to gain momentum
 - (4) when victim is at highest point above water, step or lean back, pulling victim into boat
 - 2. victim able to help

INSTRUCTOR INFORMATION

- (1) position victim so they face the boat
- (2) guide victim's hands to gunwales
- (3) help victim get elbows inside boat
- (4) help victim bring one knee or leg inside boat
- (5) grasp outside of other leg and roll victim into boat
- e. small boat with more than one rescuer
 - use techniques for single rescuer above, but have second rescuer help balance out boat or assist with recovery if boat balance is not an issue
- f. once recovered, treat victim to your level of training or seek medical assistance if needed

H. Alcohol and Boating

- 1. Alcohol is involved in approximately one out of three boating fatalities
 - a. impairs judgment, balance and vision
 - b. increases risk of hypothermia
 - c. slows reaction time
 - d. amplifies Boater's Hypnosis
- 2. Boater's Hypnosis
 - a. exposure to noise, vibration, sun, glare, wind and motion on the water
 - four hours exposure to these factors slows reaction time almost as much as if legally drunk
- 3. Driving While Intoxicated (DWI) laws apply to ALL vehicles, including boats and personal watercraft
 - a. 0.08% blood alcohol content
 - DWI convictions while boating count against your state automobile drivers license

I. Float Plans

- 1. an essential component to trip preparation
 - a. effective float plans include:
 - 1. destination and route

INSTRUCTOR INFORMATION

- 2. alternate routes and back-up plans
- 3. number of people
- 4. description of vessel
- 5. description of emergency/survival equipment onboard
- 6. estimated date and time of return
- 7. when and who to contact if overdue
- b. leave your float plan with a responsible, reliable person back home
- c. update by phone or radio if things change
- d. close out plan upon return!



If you are planning this type of trip- into the remote backcountryremember to always leave a float plan with a family member or friend!

SECOND & THIRD GRADE

Lesson 2: 45 minutes to 1 hour

Remember to keep concepts simple and concise at this age. Hands-on activities are key for retention. It is a good idea to review Lesson One if a considerable amount of time has passed since the students received that presentation. Cover the concept of gasping and the body's reaction to cold water and the importance of always wearing a life jacket.

Please remember that the appropriate evaluation (Lesson 2, 2nd & 3rd Grade) needs to be given to the teacher before the start of the presentation.

At the end of this presentation, the students should be able to:

- 1) List two causes of capsizing or falling overboard
- 2) Identify two ways to prevent falling into cold water
- 3) Demonstrate the proper method for moving around in a boat
- 4) Recognize the appropriate methods used to recover a person from the water

INTRODUCTION

Begin with a quick review of cold water immersion (gasp reflex) and why it is important to wear a life jacket.

ACTIVITY 1 > Penny Pick-Up

Props needed:

- 1 five gallon bucket full of ice water
- 2 towels for cleaning up spills and wiping off arms
- as many pennies in the bucket as needed for each student to grab one

Bring the bucket to the center of the classroom. Make sure there are enough pennies for each student to grab one. If the bucket has hundreds of pennies in it, it will be much easier for them to find a single penny. Give them a challenge by only having 20 or so pennies in the bucket.

Call two students to the bucket at a time (or have the teacher do it). Remind the class to roll up a sleeve! Only one hand goes in the bucket and only one penny should be pulled out. Make sure it is clear to the students that they have to put their penny back into the bucket so that the next students will have a chance. If time permits, allow students to get two or three pennies, one at a time. When all

students have had their chance, put the bucket away.

Debrief Activity 1:

Ask them how their hand/arm feels.

Discuss as a class the effects of cold water.

CAPSIZING & FALLING OVERBOARD >

This section delves deeper into why it is important to wear a life jacket.

What would make a boat capsize?

- too much weight in the boat
- going really fast, turning sharply
- people moving around

What would make a person fall out of a boat?

- tripping on something in the boat
- boat operator going too fast or turning too sharply
- poor behavior when in the boat- leaning over the edge, etc...

>It might help to write their answers on the board.

Next discuss what a person can do to avoid capsizing their boat or falling overboard. Discuss the appropriate method of moving around in a boat.

Mini Activity:

Have all the students stand up away from their desk and peers. Have them each balance on one leg. They are now standing in a boat. Now have them close their eyes. They are now standing in a *moving* boat. Keeping their eyes closed, have the students reach their arms up towards the ceiling. They are now standing in a boat that is moving at a fast speed.

Discuss how difficult it was to stay balanced with their eyes closed and arms up overhead. Compare this experience and feeling to being on a moving boat.

Discuss the Tripod Stance- 3 points of contact at all times while moving around in a boat.

REACH, THROW, DON'T GO! >

Stress why it is important to avoid going in the water after someone. Getting an adult to help is the important point for this age group. Do not discuss the "Row"

portion of this lesson- it involves concepts (such as approaching victim from downwind) that are much too complicated.

Mini Activity:

Have the students help make a list of things that one could use to reach to someone in the water. Write this list on the board.

Activity 2 > Man Overboard!

Props needed:

- 2 Type IV throwable devices
- a large area without obstructions (this may be difficult... maybe move to a new room?)

Instructor should demonstrate proper throwing technique first.

Pair off the students. One student is the rescuer and the other student is the victim. Separate the two students so there is approximately 20 feet between them. Have them face each other. Have the rescuer throw the Type IV past the victim. The victim will then grab onto the line, turn away from the rescuer and get "pulled" to safety. Have 2 pairs go at a time.

Debrief Activity 2:

Discuss the difficulty in getting the throwable to the victim.

Pose questions- Why would it be a great idea to have a Type IV onboard a boat? What would it prevent a person onboard from doing in case someone fell overboard?

WRAP UP >

It is important to wrap up by reviewing the main points of the presentation to increase retention rates.

Topics Covered:

- reviewed effects of cold water on body with the Penny Pick-up game
- discussed things that would make a boat capsize or a person fall overboard
- discussed how to avoid falling overboard or capsizing
- discussed Tripod Stance and how to move around in a boat
- reach, throw, don't go> made a list of things you could reach with, practiced throwing the Type IV, discussed never going into the water after someone and the importance of getting an adult

FOURTH, FIFTH & SIXTH GRADE

Lesson 2: 1 hour to 1.5 hours

There are many objectives in this lesson, but they can easily be grouped together into mini-lessons to speed things up. Remember to review Lesson One material before moving on to Lesson Two material if a considerable amount of time has passed.

Please remember to give the appropriate evaluation (Lesson 2, 4th, 5th & 6th Grades) to the teacher before the start of the presentation.

At the end of the presentation, the students should be able to:

- 1) List three causes of capsizing or falling overboard
- 2) Identify two ways to prevent a cold water immersion accident
- 3) Describe and demonstrate the proper method for moving around in a boat
- 4) List the four steps in recovering a person from the water
- 5) Describe the proper method for loading a boat
- 6) List the five most important elements of a float plan
- 7) Understand that alcohol and boating don't mix!

INTRODUCTION

Begin with a quick review of cold water immersion (gasp reflex, cold incapacitation, hypothermia) and why a life jacket is critical when experiencing a cold water immersion event. After reviewing cold water immersion, jump right into the first activity with cold water.

ACTIVITY 1 > Penny Pick-Up

Props needed:

- 1 five gallon bucket full of ice water
- 2 towels for cleaning up spills and wiping off arms
- as many pennies in the bucket as needed for each student to grab one

Bring the bucket to the center of the classroom. Make sure there are enough pennies for each student to grab one. If the bucket has hundreds of pennies in it, it will be much easier for them to find one single penny. Give them a challenge by only having 20 or so pennies in the bucket.

Call two students to the bucket at a time (or have the teacher do it). Remind the

class to roll up a sleeve! Only one hand goes in the bucket and only one penny should be pulled out. Make sure it is clear to the students that they have to put their penny back into the bucket so that the next students will have a chance. When all students have had their chance, put the bucket away.

Debrief Activity 1:

Ask them how their hand/arm feels.

Reiterate the effects of cold water immersion.

MINI LESSON #1:

Causes & Prevention of Capsizing and Falling Overboard

What would make a boat capsize?

- too much weight in the boat
- gear/people all on one side of the boat
- going too fast, making sharp turns
- people moving around unsafely
- hitting an object in the water

What would make a person fall out of a boat?

- tripping on something in the boat
- boat operator going too fast or making sharps turns
- poor behavior while on boat (leaning over the edge, drinking alcohol, etc...)
- hitting an object in the water, causing people to fall overboard
- ***being under the influence of alcohol*** (be sure to include this specifically)

>Write these answers on the board. Next, come up with ideas of how to avoid capsizing or falling overboard.

What can someone do to make sure they don't fall out of or capsize the boat?

- don't walk around while boat is moving
- stay seated in small boats
- stay in control of your boat
- don't speed or drive unpredictably
- make sure gear is loaded properly so that boat is balanced out
- keep your boat clean and free of obstructions so you don't trip on things
- always have a lookout for hazards in the water
- ***never drink alcohol*** (be sure to include this specifically)

Mini Activity:

Have all the students stand up away from their desk and peers. Have them each balance on one leg. They are now standing in a boat. Now have them close their eyes. They are now standing in a *moving* boat. Keeping their eyes closed, have

the students reach their arms up towards the ceiling. They are now standing in a boat that is moving at a fast speed. Some students may not have a problem with this activity at all and are able to stand on one leg with their eyes closed and hands overhead. Ask these students to extend up onto their toes.

Discuss how difficult it was to stay balanced with their eyes closed and arms up overhead. Compare this experience and feeling to being on a moving boat.

Discuss the Tripod Stance- 3 points of contact at all times while moving around in a boat.

REACH, THROW, ROW, DON'T GO! >

Begin with stressing that if someone falls into the water, an adult is needed. Discuss using a whistle to get attention.

For this section of the presentation, try using a series of small activities to get these ideas across.

Reach

Make a list of things one could use to pull someone out of the water.

> Write these things on the board.

Mini Activity:

Have the students pick a partner or ask the teacher to pair them off.

First demonstrate with a student from the class or with the teacher the appropriate way to pull someone from the water: avoid hand-to-hand contact, instead the rescuer should grab the victim's wrist such that the victim cannot grab ahold of the rescuer and put them in danger of going into the water.

In each student pair, have the "rescuer" practice grabbing the wrist of the "victim" – the victim should try to grab ahold of the rescuer (but shouldn't be able to due to the positioning of the hold). Next, switch who is "rescuer" and who is "victim."

Throw

Stress that it is very important for a rescuer to be wearing a life jacket while helping someone in the water. The rescuer's safety is vital- if the rescuer ends up in the water, who is going to help?

ACTIVITY 2 > Man Overboard!

Props needed:

- 2 Type IV throwable devices
- a large area without obstructions (it may be necessary to move to a new room)

Pair off the students. One student is the rescuer and the other student is the victim. Separate the two students so there is approximately 20 feet between them. Have them face each other. Have the rescuer throw the Type IV past the victim. The victim will then grab onto the line, turn away from the rescuer and get "pulled" to safety. Have 2 pairs go at a time.

Debrief Activity 2:

Discuss the difficulty in getting the throwable to the victim.

Pose a question- Why would it be a great idea to have a Type IV onboard a boat?

Row

The concept of rescuing someone from the water with a boat is a complicated subject for these grades; hopefully an adult will be aboard to operate the vessel.

Pose this simple question: What is (are) the safety issue(s) with rescuing someone from the water with a motorboat?

Introduce the idea of the danger of propellers and propeller strikes.

Don't Go!

Again, stress the importance of avoiding having to enter the water to save someone. Instead, blow your whistle to get attention (and hopefully the help of an adult) and throw something that floats to the victim.

FLOAT PLANS >

Try comparing a float plan to going to a friend's house down the street. What does Mom want to know? Where you're going, when you'll be back, how you're getting there and what you'll be doing when you're there.

List on the board the five basic elements of a float plan:

- 1) who is going
- 2) route, or where you're going
- 3) when you are coming back
- 4) who to contact if you are overdue
- 5) what you are boating in (vessel description)

ACTIVITY 3 > Writing a Float Plan

Props needed:

- a sheet of paper for every group
- a writing utensil for every group

Break the class into 4 or 5 groups, with no more than 4 students in each group. Ask them to write their own float plan as a group, following the list on the board. Give them a time limit of 5-10 minutes. When time is up, ask one group at a time to share their float plan.

Debrief Activity 3:

Did each group's float plan include the most important elements? How difficult and/or time-intensive was writing a float plan?

WRAP-UP >

There are several objectives in this lesson, but many are closely linked and therefore should be relatively easy to remember.

Topics Covered:

- · cold water immersion review and ice water bucket game
- causes and prevention of capsizing and falls overboard
- reach, throw, row, don't go
- float plans

Administer the 10-question guiz for Lesson Two now.



To test a life jacket, lift it at the shoulders. If the life jacket comes up over the ears, it is too big.



This little guy knows how important it is to wear a life jacket, no matter how big your catch may be...!

The following additional activities are not the only alternatives to activities in the sample outlines. If you know of a good activity, or come up with one, or feel that an existing activity would benefit from some changes or adjustments, please take advantage! Kids Don't Float is always looking for new ways to make the program more interesting and fun.

LEARN YOUR LIFE JACKETS!

Appropriate for grades 4-6. Lesson One.

Props needed:

- enough life jacket cards for all students (Learn Your Life Jackets cards are on page 56 of this curriculum)
- numerous life jackets, all styles & sizes

Place all life jackets in a pile. Have each student pick a card from the life jacket cards. Students search for the appropriate life jacket and explain the question/answer to the class, using the life jacket as an example.

Goals:

This game helps students to recognize each style of life jacket and what they are best used for. Also helps them to become more comfortable handling and fitting life jackets.

BOATING DISASTER! VERSION 1

Appropriate for all grades. Lesson One or Two.

Props needed:

- numerous life jackets, all styles and sizes
- masking tape- outline boat on floor (optional)
- clock with second hand

Place a big bag of life jackets inside a masking tape boat outlined on the floor, or place life jackets around the room under chairs and other spots prior to the beginning of the class, without telling students what they are for.

At some point during the presentation, without prior notice, yell suddenly "The boat is sinking!" Tell students to find a life jacket, help someone else put on their life jacket (all members of the group must check each other) and sit on the floor "inside" the boat (or back in their seat). Time the students until the last student has been seated.

Be sure to have unserviceable life jackets, as well as large and small sizes and also, if possible, an inflatable that is already inflated. Discuss the importance of readiness for emergencies and how quickly boats sink. Also discuss types of life jackets, sizing and serviceability, using the life jackets on the students as models.

Note: It is better to have an insufficient number of life jackets, so that some

students end up without a life jacket. This is a good discussion point.

Goals:

This reinforces the idea that life jackets need to be worn because emergencies can happen very fast and finding and putting on a life jacket that fits in a stressful situation can be very difficult.

BOATING DISASTER! VERSION 2

Appropriate for grades 2 and up. Lesson One or Two.

Props needed:

- six chairs (3 rows of 2, mimicking seats in a boat) in the front of the room
- duffel bag full of life jackets behind last pair of chairs
- clock with seconds hand
- squirt bottle

Have the teacher pick six students to come to the front of the room and sit in the "boat." Do not mention the duffel bag full of life jackets to the students!

The child in the right front chair is captain and gets to choose location and activity of boat. It helps to give the captain choices- for example: Seward or Homer? Fishing or whale watching?

Now tell the occupants of the boat that it has suddenly struck a rock and is sinking. Tell the kids to grab a life jacket out of the bag in the back and put it on as fast as they can. Make sure they know that they are being timed. While they are doing this, spray the kids with the squirt bottle and make it chaotic by saying "hurry, you're sinking!" or something to that effect.

Eventually, have all the kids sit back down in the boat and pull them up one at a time, showcasing their life jacket to the rest of the class. Ask the class: Is this on right? Does it fit? Is it buckled up properly? Test the life jacket to see if it comes off or over the child's ears.

With this age group, the kids get a total kick out of determining whether their classmates drown or survive the crash. If a life jacket is on wrong, doesn't fit, or isn't completely buckled, regretfully declare that the student has drowned. If the life jacket fits and is being worn properly, congratulate the student on surviving the terrible accident.

Goals:

This reinforces the idea that life jackets need to be worn properly because

emergencies can happen very fast and finding and putting on a life jacket that fits in a stressful situation can be very difficult.

LIFE JACKET RELAY RACE VERSION 1

Appropriate for grades 2 and up. Lesson One.

Props needed:

4 life jackets- 1 big and 1 small for EACH team

Put the students in 2 lines, with the first student in each line facing you and going back from there.

Have the first child in each line put on a life jacket, buckle it, and make sure it is tight. The child next in line will lift the life jacket at the shoulders to make sure it fits. If it does and only after you (the instructor) have approved of the fit, the first child will take off the life jacket and hand it to the next in line and so on.

NOTE: Make sure to have different sized life jackets close at hand for children of different sizes.

Make sure that they understand that they have to sit down once they've had the life jacket on, otherwise chaos is sure to ensue. You are there to help with buckling, tightening and for peace-keeping.

Goals:

This activity is designed to get the students up and moving. It also gives them a very hands-on opportunity to fit their life jacket correctly under pressure. It's usually not as easy as it seems!

LIFE JACKET RELAY RACE VERSION 2

Appropriate for grades 2 and up. Lesson One.

Props needed:

numerous life jackets- all styles & sizes

Break the group into 2-4 teams and have them race to put on a life jacket properly, accomplish some task (like running to the other end of the room and back or getting in the H.E.L.P position) then hand off the life jacket to the next person who either puts that one on or chooses another that may fit better. Whichever team cycles through all teammates first wins.

Goals:

This activity also shows how important it is to put a life jacket on when you're not stressed because under pressure we do strange things.

BOATING RISK IDENTIFICATION

Appropriate for all ages. Lesson One or Two.

Props needed:

- whiteboard space
- whiteboard markers
- laminated risk pictures

For kindergarten and first grade, use the pictures of risky and safe boating behaviors. Show one card at a time to the students and have them put the cards in the appropriate pile (the "yes" pile and the "no" pile, for instance).

For students 2nd grade and above, use the whiteboard or chalkboard in the classroom. Have the students list things that should be avoided while near the water or on a boat and things that are okay to do while near the water or on a boat.

No!	Yes!
Run	Walk, sit
Lean over edge of the boat	Keep body in boat
Throw things overboard	Watch for wildlife
Jump around, horseplay	Read, eat, sleep, relax
Bother the captain/driver	Listen to the driver/captain
Jump in the water	Wear your life jacket!

If students are stumped, try giving hints such as pretending you are looking through binoculars or running in place.

Goals:

This activity helps students identify unsafe and safe behaviors while on a boat or near water. By showing pictures or writing it on the board, children will have a higher retention rate than just telling them certain actions are safe/unsafe.

LIFE JACKET FITTING

Appropriate for K & 1st grade. Lesson One.

Props needed:

3 or 4 life jackets of different sizes depending on student sizes

Put the students in 2 lines, with the first student in each line facing you and going back from there.

Tell the kids that they will each put on a life jacket, buckle it, and make sure it is tight. Then the child next in line will lift the life jacket at the shoulders to make sure it fits. If it does, the first child will take off the life jacket and hand it to the next in line and so on.

NOTE: Make sure to have different sized life jackets close at hand for children of different sizes.

Make sure that they understand that they have to sit down once they've had the life jacket on' otherwise chaos is sure to ensue. You are there to help with buckling, tightening (kids this age can rarely do this themselves) and for peace-keeping.

Goals:

This activity gets the younger kids more comfortable with life jackets- with handling them, putting them on and being able to feel what it is like to wear one.

PENNY PICK-UP

Appropriate for grades 2-6. Typically Lesson Two, but may be used in Lesson One if time permits.

Props needed:

- 1 five gallon bucket full of ice water
- 2 towels for cleaning up spills and wiping off arms
- as many pennies in the bucket as needed for each student to grab one

Bring the bucket to the center of the classroom. Make sure there are enough pennies for each student to grab one. If the bucket has hundreds of pennies in it, it will be much easier for them to find one single penny. Give them a challenge by only having 20 or so pennies in the bucket.

Call two students to the bucket at a time (or have the teacher do it). Remind the class to roll up a sleeve! Only one hand goes in the bucket and only one penny

should be pulled out at a time. Make sure it is clear to the students that they have to put their penny back into the bucket so that the next students will have a chance. If time permits, allow students to get two or three pennies, one at a time. When all students have had their chance, put the bucket away.

Goals:

To experience first-hand how cold the water is in Alaska without being in danger. Students can see how their body reacts to cold water- feel their arm getting cold, tingly, numb, red, etc... This activity is an excellent way to reinforce the concepts of cold water immersion.

MAN OVERBOARD!

Appropriate for grades 4-6. Lesson Two.

Props needed:

- 2 Type IV throwable devices
- a large area without obstructions (it may be necessary to move to a new room)

Pair off the students. One student is the rescuer and the other student is the victim. Separate the two students so there is approximately 20 feet between them. Have them face each other. Have the rescuer throw the Type IV past the victim. The victim will then grab onto the line, turn away from the rescuer and get "pulled" to safety. Have 2 pairs go at a time.

Goals:

Gets kids up out of their seats and moving. Helps students realize how difficult it is to accurately throw a floating device to a victim in the water.

WRITING A FLOAT PLAN

Appropriate for 4-6 grades. Lesson Two.

Props needed:

- a sheet of paper for every group
- a writing utensil for every group

Break the class into 4 or 5 groups, with no more than 4 students in each group. Ask them to write their own float plan as a group, following the list on the board. Give them a time limit of 5-10 minutes. When time is up, ask one group at a time to share their float plan.

Goals:

To get students familiar with the elements of a float plan and with how easy and quick it is to actually write one up.

LEARN YOUR LIFE JACKETS! CARDS

Appropriate for Grades 4-6, typically Lesson 2.

Make a copy of the cards, laminate each card for durability, then cut them out.

Hand out one card to each student. Have each student, one at a time, do whatever it says on their card.

Cards may need to be used more than once, but tell students that they need to find a different life jacket for each card that is duplicated.

Be sure to have a few of each type of life jacket for this game, otherwise you will not be able to use all the cards.

Cards are on following page.



Some anglers do not consider themselves boaters, unlike these smart fishermen.

Find a USCG-approved inflatable life jacket. What do you like about it? When would you wear it? What type is it?	Find a USCG-approved Type III life jacket. What do you like about it? When would you wear it?
Find a life jacket that you think fits well. What do you like about it? What type is it?	Find a life jacket that you think would help keep you warm. When would you use it? What type is it?
Find a USCG-approved Type IV throwable device. How do you use it? What else does it need to be useful?	Find a life jacket that you think does not fit. What might make this life jacket dangerous for you to wear?
Find a USCG-approved Type II PFD. What do you like about it? Would it keep your head out of the water?	Find a life jacket that you could put on quickly in an emergency. What type is it? What do you like about it?
Find a USCG-approved Type V life jacket. What do you like about it? Does it need to be worn to be legal?	Find a life jacket that you think would be easy for searchers to spot from the air. What type is it? What makes it easy to spot?
Find a life jacket that you could wear in a canoe or kayak. Why would you wear it paddling? What type is it?	Find a life jacket that you think would be the most comfortable to wear. What do you like about it? What type is it?
Find a life jacket that will float you face up in the water. Why do you think this life jacket will float you face up? What type is it?	Find a USCG-approved Type I life jacket. What particular features does it have to serve as an "offshore" life jacket?

TEACHING 7TH - 12TH GRADE CLASSES

Although this curriculum specifically addresses kindergarten through sixth grade, it can be easily adapted to reach the older grades. Although students in grades 7 through 12 may not be overly enthusiastic about trying on a life jacket, they will benefit from the activities just the same.

- It is very important to concentrate on the core ideas behind why it is so important to wear a life jacket while boating on Alaska's cold water. Discuss in depth the stages of cold water immersion and use the penny pick-up game as a reinforcer of those ideas. Challenge students to pick up 10 or 20 pennies, instead of 2 or 3. Let them really get the feel of what happens to their bodies when in cold water.
- At this age and in certain areas of the state, many of these students are travelling out on the water on their own. Discuss the different types of life jackets and what life jacket is best suited for the activity that the students are engaged in. Use the "Learn Your Life Jacket" cards on the previous page to assist with this topic.
- Share stories. At this age, there will almost always be a student that has had an experience with cold water. Ask if anyone would like to share thier experience with the class and what they learned from their experience.
- Discuss with the students how they can pass the life jacket safety message along to other people- that they can share it with their parents, with their friends, with their siblings. These students now have more scientific information concerning cold water immersion than most of the people that live in Alaska. Ask them to share this information with others.
- Please use the Evaluation and Test labeled Lesson Two, 4th & up. This is the most appropriate evaluation and test for this grade level.



High schoolers in Yakutat get trained in cold water immersion by Dean & Nancy Terencio of the US Coast Guard Auxiliary.

TERMS DEFINED

baroreceptors

baroreceptors are found in parts of the heart, arteries and veins; they detect (and regulate) the pressure of blood flowing through them and send messages to the central nervous system to either increase or decrease cardiac output (blood pressure)

cardiac arrhythmia

any interruption or irregularity in normal heart rhythm; can be life-threatening or a slight annoyance

hypovolemic shock

low fluid volume leads to multiple organ failure due to inadequate circulating volume and perfusion (proper delivery of blood to tissue)

myocardium

the myocardium consists of specialized muscle cells that control the contraction of the heart (hypothermic myocardium = hypothermic heart)

peripheral vasoconstriction

contraction of the blood vessels in the arms and legs; creates an increase in blood pressure and decreases the amount of work your heart has to do

vertigo

sensation of spinning or dizziness that results from a disturbance in equilibrium, or balance

EVALUATION MATERIALS

Evaluation is key to any program's success. Without a method of evaluation, we would have no idea as to the level of success or progress within the Kids Don't Float program. Please make sure to always give the appropriate evaluation to the classroom teacher prior to your presentation. Evaluations are required for all grade levels and both Lesson 1 and 2.

A 10-question quiz must to be given to grades four through twelve after a Lesson One or Two presentation. This is an excellent way to evaluate not only your success as an instructor, but to gauge which topics seem difficult or not well understood and which topics the students really relate to or grasp well.

You should allow approximately 5-10 minutes at the end of the lesson for the quiz. Stress to the students that it is not graded, nor does it count towards any sort of school grade. It is simply a way of measuring how effective the Kids Don't Float program really is. Be open to answering questions or helping stumped students while the quiz is being taken.

To ensure that evaluations and tests are always given, simply make photocopies of the evaluations and tests as needed and keep them with your other Kids Don't Float materials.

The evaluations and quizzes follow on pages 60-71.



"Don't endanger yourself, just throw something."



(kindergarten & first grade - L1)

Please fax to 269-8907 or give to instructor at end of presentation.
Your Name:
School:
Grade:
Student #:
Date:
Instructor's Name:
Did you find the presentation to be educational & fun? Why or why not?
Did you find the length and content of the presentation to be age appropriate? If not, why?
What was the <i>most</i> useful piece of information provided?
Did the instructor cover all of the learning objectives? Explain why cold water can be deadly Explain the importance to wearing a life jacket when on or near water Demonstrate how to properly don a life jacket Give examples of risky and safe behaviors while boating
Are there any topics that you would like to see that were NOT covered?
On a scale of 1 to 5 (1 = poor, 5 = excellent), please rate the instructor. Was the material presented in an understandable manner? Was the material presented in such a way that was fun and encouraging? Did the instructor demonstrate a thorough knowledge of the subject? Was student participation encouraged? What were the instructor's strong points?

KIDS DON'T FLOAT COURSE EVALUATION

(second & third grade - L1)

Your Name: School: Grade: Student #: Date: Instructor's Name: Did you find the presentation to be educational & fun? Why or why not? Did you find the length and content of the presentation to be age appropriate? If not, why? What was the most useful piece of information provided? Did the instructor cover all of the learning objectives? Explain why cold water can be deadly Demonstrate the gasp reflex Explain the importance to wearing a life jacket when on or near water Select an appropriately-sized life jacket and don and adjust it for fit Give examples of risky and safe behaviors while boating Are there any topics that you would like to see that were NOT covered? On a scale of 1 to 5 (1 = poor, 5 = excellent), please rate the instructor. Was the material presented in an understandable manner? Was the material presented in such a way that was fun and encouraging? Did the instructor demonstrate a thorough knowledge of the subject? Was student participation encouraged? What were the instructor's strong points?	Please fax to 269-8907 or give to instructor at end of presentation.
Grade:	Your Name:
Student #:	
Date:	
Did you find the presentation to be educational & fun? Why or why not? Did you find the length and content of the presentation to be age appropriate? If not, why? What was the <i>most</i> useful piece of information provided? Did the instructor cover all of the learning objectives? Explain why cold water can be deadly Demonstrate the gasp reflex Explain the importance to wearing a life jacket when on or near water Select an appropriately-sized life jacket and don and adjust it for fit Give examples of risky and safe behaviors while boating Are there any topics that you would like to see that were NOT covered? On a scale of 1 to 5 (1 = poor, 5 = excellent), please rate the instructor. Was the material presented in an understandable manner? Was the material presented in such a way that was fun and encouraging? Did the instructor demonstrate a thorough knowledge of the subject? Was student participation encouraged?	
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	 Was the material presented in an understandable manner? Was the material presented in such a way that was fun and encouraging? Did the instructor demonstrate a thorough knowledge of the subject? Was student participation encouraged?



(fourth, fifth & sixth grade - L1)

KIDS DON'T FLOAT COURSE EVALUATION (second & third grade - L2)

Please fax to 269-8907 or give to instructor at end of presentation.

KIDS DON'T FLOAT COURSE EVALUATION

(fourth, fifth & sixth grade - L2)

Please fax to 269-8907 or give to instructor at end of presentation.
Your Name:
School:
Grade:
Student #:
Date:
Instructor's Name:
Did you find the presentation to be educational & fun? Why or why not?
Did you find the length and content of the presentation to be age appropriate? If not, why?
What was the <i>most</i> useful piece of information provided?
Did the instructor cover all of the learning objectives? List three causes of capsizing or falling overboard Identify two ways to prevent a cold water immersion accident Describe and demonstrate the proper method for moving around in a boat List the four steps in recovering a person from the water Describe the proper method for loading a boat List the five most important elements of a float plan Understand that alcohol and boating don't mix!
Are there any topics that you would like to see that were NOT covered?
On a scale of 1 to 5 (1 = poor, 5 = excellent), please rate the instructor. Was the material presented in an understandable manner? Was the material presented in such a way that was fun and encouraging? Did the instructor demonstrate a thorough knowledge of the subject? Was student participation encouraged? What were the instructor's strong points?

Lesson One Quiz - 4th & up

Please circle the best answer.

- 1. Why should everyone wear a life jacket when in an open boat or on an open deck?
 - a. they are US Coast Guard approved
 - b. they keep your head above water if you fall in
 - c. they keep you from falling overboard
 - d. it is the law
- 2. What is an example of a risky behavior when boating?
 - a. water skiing
 - b. fishing
 - c. wearing your life jacket
 - d. standing up while the boat is moving
- 3. The manufacturer's label on a life jacket provides what kind of information?
 - a. the price and where it was purchased
 - b. if it glows in the dark
 - c. who the jacket belongs to
 - d. the types of activities it is approved for
- 4. What is the best life jacket?
 - a. the one that fits
 - b. the newest one
 - c. an inflatable
 - d. a Type III
- 5. What does "serviceable condition" mean as it relates to life jackets?
 - a. that the expiration date has not passed
 - b. it is free of serious damage and all buckles work
 - c. it has plenty of pockets
 - d. that it is US Coast Guard approved
- 6. Alaska law requires that a person under what age must wear a US Coast Guard approved life jacket when in an open boat or on an open deck?
 - a. 11
 - b. 12
 - c. 13
 - d. 14
- 7. What is one way to prevent falling into cold water?
 - a. wearing a life jacket
 - b. being able to swim
 - c. wearing warm clothing and eating a good meal
 - d. practicing safe behaviors while boating

- 8. What is one way cold water immersion can kill?
 - a. frostbite
 - b. gasp reflex
 - c. broken bones
 - d. impaled objects
- 9. What is one way a life jacket can help when experiencing cold water immersion?
 - a. keeps your head above the water
 - b. keeps you comfortable
 - c. stops heat loss
 - d. keeps you dry
- 10. What is an example of a safe behavior when boating?
 - a. reaching overboard for an object
 - b. riding on the bow of the boat
 - c. seating everyone on the same side
 - d. sitting and keeping the boat balanced

Lesson One Quiz - 4th & up - Instructor Answers

- 1. Why should everyone wear a life jacket when in an open boat or on an open deck?
 - a. they are US Coast Guard approved
 - b. they keep your head above water if you fall in
 - c. they keep you from falling overboard
 - d. it is the law
- 2. What is an example of a risky behavior when boating?
 - a. water skiing
 - b. fishing
 - c. wearing your life jacket
 - d. standing up while the boat is moving
- 3. The manufacturer's label on a life jacket provides what kind of information?
 - a. the price and where it was purchased
 - b. how well it will float the person that wears it
 - c. who the jacket belongs to
 - d. the types of activities it is approved for
- 4. What is the best life jacket?
 - a. the one that fits
 - b. the newest one
 - c. an inflatable
 - d. a Type III
- 5. What does "serviceable condition" mean as it relates to life jackets?
 - a. that the expiration date has not passed
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 - a. keeps your head above the water
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 - c. stops heat loss
 - d. keeps you dry
- 10. What is an example of a safe behavior when boating?
 - a. reaching overboard for an object
 - b. riding on the bow of the boat
 - c. seating everyone on the same side
 - d. sitting and keeping the boat balanced



This Kids Don't Float loaner station needs our help! If you know of a loaner board or station that looks like this, please contact the Injury Prevention & Emergency Medical Services office (contact information located on page 72)

Lesson Two Quiz - 4th & up

Please circle the best answer.

- 1. Why should everyone wear a life jacket when in an open boat or on an open deck?
 - a. they are US Coast Guard approved
 - b. they keep your head above water if you fall in
 - c. they keep you from falling overboard
 - d. it's the law
- 2. The capsizing of a small boat could be due to ...?
 - a. too much weight in the boat
 - b. going too fast
 - c. passengers standing up and moving around
 - d. all of the above
- 3. What is the first stage of cold water immersion?
 - a. hypothermia
 - b. gasp reflex
 - c. cold incapacitation
 - d. drowning
- 4. When loading a boat, always make sure that...?
 - a. all gear is on the starboard side
 - b. all gear is up near the bow
 - c. all gear is placed around the boat so that it is well-balanced
 - d. all gear is back in the stern area
- 5. What does "serviceable condition" mean as it relates to life jackets?
 - a. that the expiration date has not passed
 - b. it is free of serious damage and all buckles work
 - c. it has plenty of pockets
 - d. that it is US Coast Guard approved
- 6. Alaska law requires that a person under what age must wear a Coast Guard approved life jacket when in an open boat or on an open deck?
 - a. 11
 - b. 12
 - c. 13
 - d. 14
- 7. What is one way to prevent falling into cold water?
 - a. wearing a life jacket
 - b. being able to swim
 - c. wearing warm clothing and eating a good meal
 - d. practicing safe behaviors while boating

- 8. What is the "Tripod Stance?"
 - a. how you should stand when you take pictures
 - b. an old English dance
 - c. three points of contact on the boat at all times when moving around
 - d. a certain type of knot used to tie the boat to the dock
- 9. What is one way a life jacket can help when experiencing cold water immersion?
 - a. keeps your head above the water
 - b. keeps you comfortable
 - c. stops heat loss
 - d. keeps you dry
- 10. What is an example of a safe behavior when boating?
 - a. reaching overboard for an object
 - b. drinking alcohol
 - c. seating everyone on the same side
 - d. sitting and keeping the boat balanced

Lesson Two Quiz - 4th & up - Instructor Answers

- 1. Why should everyone wear a life jacket when in an open boat or on an open deck?
 - a. they are Coast Guard approved
 - b. they keep your head above water if you fall in
 - c. they keep you from falling overboard
 - d. it is the law
- 2. The capsizing of a small boat could be due to...
 - a. too much weight in the boat
 - b. going too fast
 - c. passengers standing up and moving around
 - d. all of the above
- 3. What is the first stage of cold water immersion?
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REFERENCES & ACKNOWLEDGEMENTS

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Cold Water Kids, Second Edition, 1993 Alaska Marine Safety Education Association Written by Marian Allen, Susan Jensen, Kristie Sherrod

<u>Hypothermia, Frostbite and Other Cold Injuries</u>, Second Edition, 2006 Written by Gordon Giesbrecht, James Wilkerson

Ten leading causes of fatal injuries in Alaska, 2001-2005

Division of Public Health, Department of Health & Social Services, Alaska Bureau of Vital Statistics (http://www.hss.state.ak.us/dph/bvs/default.htm)

Alaska Water Wise, Third Edition, 2007 Alaska Office of Boating Safety

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For more information concerning the ordering of life jackets for the KDF loaner boards or the boards themselves, please contact:

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